

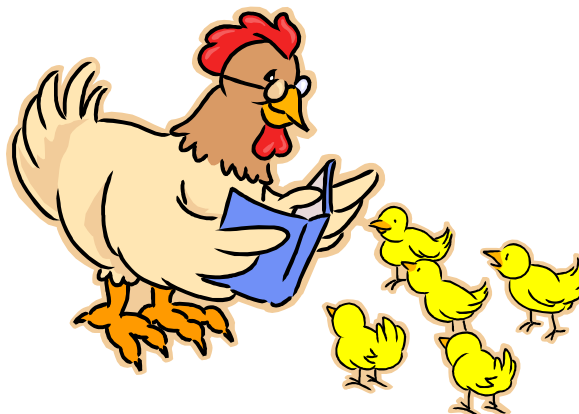
Title of Material: _____

Publisher: _____

Reviewer: _____

Passed for Research-Based Reading? ____ Yes ____ No

Research-Based Reading for “Reading First” Kindergarten



COMPREHENSIVE PROGRAM INFORMATION SHEET

COMPREHENSIVE PROGRAM _____

GRADE LEVEL _____

REVIEWER _____

1. DOES THE PROGRAM MEET THE DEFINITION OF A COMPREHENSIVE PROGRAM?

2. DID THE PUBLISHER SUBMIT EVIDENCE OF EFFECTIVENESS OF THE PROGRAM WITH AT-RISK POPULATIONS?

3.

AREAS OF WEAKNESS IN THIS GRADE LEVEL	WAYS TO ADDRESS AREAS OF WEAKNESS

4. PARTS OF THE PROGRAM THAT ARE NECESSARY TO PURCHASE TO TEACH THE CRITICAL COMPONENTS OF READING FOR THIS GRADE LEVEL:

GRADING KEY:



CLEARLY EVIDENT



SOMEWHAT EVIDENT



NOT PRESENT

Phonemic awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Phonemic Awareness Instruction

Rating	Criterion/Element	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (<i>ss</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Teaches skills explicitly and systematically. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (<i>w</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Makes students' cognitive manipulations of sounds overt by using letters or auditory cues that signal the movement of one sound to the next (e.g., claps). Adds letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness. (<i>w</i>) [NRP, pg. 2-41]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Focuses on segmentation or the combination of blending and segmenting for greatest transfer. (<i>ss</i>) [NRP, pg. 2-42]			

Kindergarten Phonemic Awareness Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Discretionary Items – Phonemic Awareness Instruction

Rating	Criterion/Element
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Focuses beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., <i>at</i> , <i>mud</i> , <i>run</i>).
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Focuses first on the initial sound (<u>s</u> at), then on the final sound (sa <u>t</u>), and lastly on the medial sound (s <u>a</u> t) in words.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.) [NRP 5-15 hrs total, pg. 2-41]

Kindergarten Phonemic Awareness Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

GRADING KEY:



CLEARLY EVIDENT



SOMEWHAT EVIDENT



NOT PRESENT

Phonemic awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components

High Priority Items – Phonics-Letter-Sound Association Instruction				
Rating	Criterion/Element	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Explicitly models the sound of letter prior to student practice and assessment. (w)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to automaticity. (ss)			

Kindergarten Phonemic Awareness Instruction – High Priority

Tally the number of criterion/elements with each rating.



Discretionary Items – Phonics-Letter-Sound Association Instruction	
Rating	Criterion/Element
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/)..
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.

Kindergarten Letter-Sound Association Instruction – Discretionary

Tally the number of criterion/elements with each rating.



Grading Key:



Clearly evident



Somewhat evident



Not present

Phonemic awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components

High Priority Items – Phonics – Decoding Instructions

Rating	Criterion/Element	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Provides explicit strategy for blending words. (<i>w</i>) [NRP, pg. 2-96]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides multiple opportunities within lessons for students to blend and read words. (<i>w</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Provides sufficient guided practice in decodable word lists and short, controlled connected text. (<i>w</i>) and (<i>ss</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Introduces regular word types (CV or CVC) first in sequence. (<i>ss</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Introduces only words for which students know all letter sounds. (<i>ss</i>)			

Kindergarten Decoding Instruction – High Priority

Tally the number of criterion/elements with each rating.

_____ ☒_____ ☐_____ ☐

High Priority Items – Phonics–Irregular Words Instruction

Rating	Criterion/Element	Evidence		
		week 10 initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Introduces words of high utility (e.g., I, have, etc.) with ample practice for automaticity. (<i>w</i>) and (<i>ss</i>)			

Kindergarten Irregular Words Instruction – High Priority

Tally the number of criterion/elements with each rating.

_____ ☒_____ ☐_____ ☐

Grading Key: ☒ Clearly evident ☐ Somewhat evident ☐ Not present

VOCABULARY refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print

Discretionary Items – Phonics–Irregular Words Instruction

Rating	Criterion/Element
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Limits # of words introduced within a lesson.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Separates highly similar words (e.g., was/saw).

Kindergarten Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

High Priority Items – Vocabulary Instruction

Rating	Criterion/Element	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>ss</i>)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)			

Kindergarten Vocabulary Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Discretionary Items – Vocabulary Instruction

Rating	Criterion/Element
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Reviews previously introduced words cumulatively.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Grading Key



Clearly evident



Somewhat evident



Not present

LISTENING COMPREHENSION: The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge. [NRP, pg. 2-97]

High Priority Items – Listening Comprehension

Rating	Criterion/Element	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Models and systematically reviews critical comprehension strategies. (ss) [NRP, pg. 4-126; pp 4-100] <ul style="list-style-type: none"> Literal comprehension Retelling 			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. (w) [NRP, pg. 4-100]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Strategically selects and reinforces critical vocabulary during story reading (connects with background knowledge and examples. (w) and (ss))			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. (ss) [NRP, pp 4-109]			

Kindergarten Listening Comprehension – High Priority

Tally the number of criterion/elements with each rating.



Discretionary Items – Listening Comprehension

Rating	Criterion/Elements
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught. [NRP, pg. 4-100]
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Models multiple examples and provides extensive guided practice in listening comprehension strategies. [NRP, pg. 4-107]
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story.) [NRP, pg. 4-110; pg. 4-111]

Kindergarten Listening Comprehension – Discretionary

Tally the number of criterion/elements with each rating.



Summary of Kindergarten Ratings

Grading Key:  Clearly evident  Somewhat evident  Not present

High Priority Items		Discretionary Items	
Phonemic Awareness Instruction (4)	<div> <div>_____●_____○_____○</div> </div>	Phonemic Awareness Instruction (3)	<div> <div>_____●_____○_____○</div> </div>
Phonics – Letter Sound Association Instruction (3)	<div> <div>_____●_____○_____○</div> </div>	Phonics – Letter Sound Association Instruction (2)	<div> <div>_____●_____○_____○</div> </div>
Phonics – Decoding Instruction (5)	<div> <div>_____●_____○_____○</div> </div>	Phonics – Decoding Instruction (0)	<div> <div>_____●_____○_____○</div> </div>
Phonics – Irregular Words Instruction (1)	<div> <div>_____●_____○_____○</div> </div>	Phonics – Irregular Words Instruction (2)	<div> <div>_____●_____○_____○</div> </div>
Vocabulary Instruction (3)	<div> <div>_____●_____○_____○</div> </div>	Vocabulary Instruction (3)	<div> <div>_____●_____○_____○</div> </div>
Listening Comprehension Instruction (4)	<div> <div>_____●_____○_____○</div> </div>	Listening Comprehension Instruction (3)	<div> <div>_____●_____○_____○</div> </div>
<i>Kindergarten High Priority Totals</i>	<div> <div>_____●_____○_____○</div> </div>	<i>Kindergarten Discretionary Totals</i>	<div> <div>_____●_____○_____○</div> </div>

Kindergarten Design Features			
○ ○ ○	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.		
○ ○ ○	2. Provides ample practice on high-priority skills.		
○ ○ ○	3. Provides explicit and systematic instruction.		
○ ○ ○	4. Includes systematic and cumulative review of high priority skills.		
○ ○ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Evidence of Sufficient Instructional Quality	Evidence of Insufficient Instructional Quality

Comments	

Summary	